

## Annual Index

Social Work in Education  
Vol. 10, Nos. 1-4, Fall 1987-Summer 1988

The following abbreviations are used:  
F, Fall; W, Winter; Sp, Spring; and Su,  
Summer.

### SUBJECT AND TITLE INDEX

Adolescents, mothers, teaching interaction skills to, Sp 143-151  
Attendance workers, compared with social workers, W 106-121

Behavioral academic self-esteem, children in single-parent families, measurement of, Sp 175-182

Childhood, protection of (editorial), Sp 139-142

#### Children

academic self-esteem, in single-parent families, Sp 175-182  
antisocial, proposed preventive treatment, F 28-42  
disadvantaged, neglecting educational needs of, W 77-87  
friendless, intervention strategies for, Sp 152-164  
gifted, an underserved minority population, F 43-59  
loneliness, peer pressure, and relationship problems, responses to, Sp 165-174  
mobile, their families and, Sp 183-197  
phobias, review of theories and treatment, F 14-27  
violent, factors affecting development, F 28-42

*Children's Phobias: A Review of Theories and Treatment*, by N. C. Badding, F 14-27

*Comparison of School Social Workers' and Attendance Workers' Contributions to Academic Excellence*, by P. D. Kurtz, W 106-121

Continuing education, for school social workers, W 122-132

*Creative School Social Workers and Job Satisfaction*, by B. F. Pamperin, F 60-71

*Defining the School Social Worker's Role in Developing Service Priorities*, by M. Staudt and S. A. Kerle, F 5-13

Editorials, F 2-4, W 74-76, Sp 139-142, Su 203-205

*Education Welfare Service in Britain*, by E. Blyth, W 96-105

*Evolving Role of a School Social Worker: A Case History*, by R. S. Levine and B. K. Mellor, Su 235-245

#### Families

collaboration with school and community to promote social competence, Su 207-217  
developing partnerships with schools, Su 246-259  
friendlessness, role in children's development, Sp 152-164  
mobile children in relocations, Sp 183-197  
single-parent, academic self-esteem of children in, Sp 175-182  
*Friendless Families, Friendless Children*, by R. Booth, Sp 152-164

*The Gifted: An Underserved Minority Population*, by D. J. Freundlich, F 43-59

*Great Britain, education welfare service in*, W 96-105

Handicapped, disadvantaged children, neglecting educational needs of, W 77-87

*Helping Today's Nomads: A Collaborative Program to Assist Mobile Children and Their Families*, by K. M. Bloomfield and R. Holzman, Sp 183-197

Job satisfaction, among school social workers, F 60-71

Mothers, adolescent, teaching interaction skills to, Sp 143-151

*Neglecting the Educational Needs of the Disadvantaged*, by M.M.O. Seipel, W 77-87

Peer pressure, planned socialization program for children to cope with, Sp 165-174

Phobias, children's, review of theories and treatment, F 14-27

## Annual Index

Social Work in Education  
Vol. 10, Nos. 1-4, Fall 1987-Summer 1988

The following abbreviations are used:  
F, Fall; W, Winter; Sp, Spring; and Su,  
Summer.

### SUBJECT AND TITLE INDEX

Adolescents, mothers, teaching interaction skills to, Sp 143-151  
Attendance workers, compared with social workers, W 106-121

Behavioral academic self-esteem, children in single-parent families, measurement of, Sp 175-182

Childhood, protection of (editorial), Sp 139-142

#### Children

academic self-esteem, in single-parent families, Sp 175-182  
antisocial, proposed preventive treatment, F 28-42  
disadvantaged, neglecting educational needs of, W 77-87  
friendless, intervention strategies for, Sp 152-164  
gifted, an underserved minority population, F 43-59  
loneliness, peer pressure, and relationship problems, responses to, Sp 165-174  
mobile, their families and, Sp 183-197  
phobias, review of theories and treatment, F 14-27  
violent, factors affecting development, F 28-42

*Children's Phobias: A Review of Theories and Treatment*, by N. C. Badding, F 14-27

*Comparison of School Social Workers' and Attendance Workers' Contributions to Academic Excellence*, by P. D. Kurtz, W 106-121

Continuing education, for school social workers, W 122-132

*Creative School Social Workers and Job Satisfaction*, by B. F. Pamperin, F 60-71

*Defining the School Social Worker's Role in Developing Service Priorities*, by M. Staudt and S. A. Kerle, F 5-13

Editorials, F 2-4, W 74-76, Sp 139-142, Su 203-205

*Education Welfare Service in Britain*, by E. Blyth, W 96-105

*Evolving Role of a School Social Worker: A Case History*, by R. S. Levine and B. K. Mellor, Su 235-245

#### Families

collaboration with school and community to promote social competence, Su 207-217  
developing partnerships with schools, Su 246-259  
friendlessness, role in children's development, Sp 152-164  
mobile children in relocations, Sp 183-197  
single-parent, academic self-esteem of children in, Sp 175-182  
*Friendless Families, Friendless Children*, by R. Booth, Sp 152-164

*The Gifted: An Underserved Minority Population*, by D. J. Freundlich, F 43-59  
Great Britain, education welfare service in, W 96-105

Handicapped, disadvantaged children, neglecting educational needs of, W 77-87

*Helping Today's Nomads: A Collaborative Program to Assist Mobile Children and Their Families*, by K. M. Bloomfield and R. Holzman, Sp 183-197

Job satisfaction, among school social workers, F 60-71

Mothers, adolescent, teaching interaction skills to, Sp 143-151

*Neglecting the Educational Needs of the Disadvantaged*, by M.M.O. Seipel, W 77-87

Peer pressure, planned socialization program for children to cope with, Sp 165-174

Phobias, children's, review of theories and treatment, F 14-27

- Professional Preparation for School Social Work* (editorial), by R. T. Constable, W 74-76
- Reemergent Trends in School Social Work Practice*, by J. Brown and A. Swanson, W 88-95
- Responses to Children's Loneliness, Peer Pressure, and Relationship Problems*, by R. Schilit and A. W. Nichols, Sp 165-174
- Restoring Childhood to Children* (editorial), by R. S. Levine and R. T. Constable, Sp 139-142
- The Role of the School Social Worker* (editorial), by R. T. Constable, F 2-4
- School as a Living Environment within the Community*, by C. B. Germain, Su 260-276
- School, Family, and Community Working Together to Promote Social Competence*, by W. G. Winters and A. N. Maluccio, Su 207-217
- School Social Work and Its Social Environment*, by I. R. Hare, Su 218-234
- School social work**, see Social work, school
- School social workers**, see Social workers, school
- Self-esteem**, academic, measurement among children in single-parent families, Sp 175-182
- Social competence**, family, school, and community collaboration, in promoting, Su 207-217
- Social interaction**  
skills, teaching adolescent mothers, Sp 143-151  
telephone "warmline" for children, Sp 165-174
- Social Work in Education* (periodical), tenth anniversary (editorial), Su 203-205
- Social work, school**  
creativity in, F 60-71  
education welfare service in Britain, W 96-105  
newcomers' programs for mobile children, Sp 183-197  
professional preparation for (editorial), W 74-76  
reemergent practice trends in, W 88-95  
social environment and, Su 218-234
- Social workers, school**  
attendance workers and, comparative contributions to academic excellence, W 106-121  
clinical work with gifted students and their families, F 43-59  
helping school achieve its educational and socialization objectives, Su 260-276  
job satisfaction, F 60-71  
promoting family-school partnerships, Su 246-259  
role defined by developing service priorities, F 5-13  
role in education (editorial), F 2-4  
role in schools, a case history, Su 235-245  
role in treatment of phobic children, F 14-27
- Student Teachers' Perceptions of Academic Self-Esteem of Children in Single-Parent Families*, by D. Manning, Sp 175-182
- Teaching Interaction Skills to Adolescent Mothers*, by T. Bennett and R. L. Morgan, Sp 143-151
- The Tenth Anniversary of Social Work in Education* (editorial), Su 203-205
- Toward a Partnership Perspective: Schools, Families, and School Social Workers*, by M. Pennekamp and E. M. Freeman, Su 246-259
- Violent Children: A Practice Paradigm*, by J. S. Wodarski and M. Hedrick, F 28-42

## AUTHOR INDEX

- Anderson, R. J., book review, W 134-136
- Badding, N. C., *Children's Phobias: A Review of Theories and Treatment*, F 14-27
- Bennett, T., and R. L. Morgan, *Teaching Interaction Skills to Adolescent Mothers*, Sp 143-151
- Bloomfield, K. M., and R. Holzman, *Helping Today's Nomads: A Collaborative Program to Assist Mobile Children and Their Families*, Sp 183-197
- Blyth, E., *Education Welfare Service in Britain*, W 96-105
- Booth, R., *Friendless Families, Friendless Children*, Sp 152-164
- Brown, J., and A. Swanson, *Reemergent Trends in School Social Work Practice*, W 88-95
- Campbell, J., book review, Su 277

- Constable, R. T., editorials, F 2-4, W 74-76, Sp 139-142, Su 203-205
- Easton, F., book review, Sp 199-200
- Freeman, E. M., see Pennekamp, M.
- Freundlich, D. J., *The Gifted: An Underserved Minority Population*, F 43-59
- Germain, C. B., *School as a Living Environment Within the Community*, Su 260-276
- Hare, I. R., *School Social Work and Its Social Environment*, Su 218-234
- Hedrick, M., see Wodarski, J. S.
- Holzman, R., see Bloomfield, K. M.
- Huxtable, M., book review, W 133-134
- Kerle, S. A., see Staudt, M.
- Koch, W. H., and B. Sancier, *Continuing Education for School Social Workers: A Learner-Friendly Model*, W 122-132
- Kurtz, P. D., *Comparison of School Social Workers' and Attendance Workers' Contributions to Academic Excellence*, W 106-121
- Levine, R. S., and B. K. Mellor, *Evolving Role of a School Social Worker*, Su 235-245
- Levine, R. S., and R. T. Constable, *Restoring Childhood to Children* (editorial), Sp 139-142
- Maluccio, A. N., see Winters, W. G.
- Manning, D., *Student Teacher's Perceptions of Academic Self-Esteem of Children in Single-Parent Families*, Sp 175-182
- Mellor, B. K., see Levine, R. S.
- Morgan, K. L., see Bennett, T.
- Nichols, A. W., see Schilit, R.
- Pamperin, B. F., *Creative School Social Workers and Job Satisfaction*, F 60-71
- Pennekamp, M., and Freeman, M., *Toward a Partnership Perspective: Schools, Families and School Social Workers*, Su 246-259
- Sancier, B., see Koch, W. H.
- Schilit, R., and A. W. Nichols, *Responses to Children's Loneliness, Peer Pressure, and Relationship Problems*, Sp 165-174
- Seipel, M.M.O., *Neglecting the Educational Needs of the Disadvantaged*, W 77-87
- Staudt, M., and S. A. Kerle, *Defining the School Social Worker's Role by Developing Service Priorities*, F 5-13
- Swanson, A., see Brown, J.
- Tait, J. S., book review, Sp 198-199
- Welsh, B. L., book review, F 72
- Winters, W. G., and A. N. Maluccio, *School, Family, and Community: Working Together to Promote Social Competence*, Su 207-217
- Wodarski, J. S., and M. Hedricks, *Violent Children: A Practice Paradigm*, F 28-42

# BOOK REVIEW INDEX

- Bergmann, S., and G. J. Rudman, *Decision-Making Skills for Middle School Students*, rev. by J. S. Tait, Sp 198-199
- Bergstrom, J. M., *School's Out—Now What? Choices for Your Child's Time*, rev. by F. Easton, Sp 199-200
- Dworkin, A. G., *Teacher Burnout in the Public Schools: Structural Causes and Consequences for Children*, rev. by M. Huxtable, W 133-134
- Fanshel, D., see Rosen, S.
- Heiman, M., and J. Slomianko, *Critical Thinking Skills*, rev. by J. S. Tait, Sp 198-199
- Lutz, M., see Rosen, S.
- Maher, C. A., ed., *Professional Self-Management: Techniques for Special Services Providers*, rev. by J. Campbell, Su 227
- Minahan, A., ed.-in-chief, *Encyclopedia of Social Work*, 2v., rev. by R. J. Anderson, W 134-136
- Morse, W. C., *The Education and Treatment of Socioemotionally Impaired Children and Youth*, rev. by B. L. Welsh, F 72
- Rosen, S., D. Fanshel, and M. Lutz, eds., *Face of the Nation 1987*, rev. by R. J. Anderson, W 134-136

